DOCUMENT RESUME

ED 074 166 UD 013 318

AUTHOR MacDougall, Mary Ann; Brown, Jeannette A.
TITLE The Impact of Social Skill Training on the Affective Perceptions of Elementary School Children.
PUB DATE 27 Feb 73
NOTE 13p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Classroom Guidance Programs; Classroom Techniques; *Counseling Programs; *Discussion (Teaching Technique); *Elementary School Students; Group Living; *Interpersonal Competence; Intervention; Peer Acceptance; Program Evaluation; Role Perception; Self Concept; Small Group Instruction; *Training
IDENTIFIERS Virginia

ABSTRACT

The major objective of the study was to provide children with social skill training through: (1) individual opportunities for children to examine and adopt more productive alternatives to the satisfaction of their needs; (2) small group opportunities for children to discuss and learn the differential consequences of cognitive, affective, and social behaviors; and, (3) classroom opportunities for children to explore the dynamics of classroom life and learn the techniques of effective interaction with others. The study was conducted in an urban elementary school in Virginia, housing approximately 400 children and 14 teachers, grades one to six. The racial balance of the elementary school population was 60 percent black and 40 percent white. The majority of the children were from lower or lower-middle class backgrounds, 54 percent and 42 percent, respectively. Two elementary school counselors interpreted the social skill training two days per week during the period from October, 1971--April, 1972. The counselor's time utilization was documented by a log of their activities. To evaluate the effectiveness of the counselors' intervention, a Personal Competence Inventory was administered to children in grades three to six in October, 1971 and March, 1972. The Inventory included two tests: Peer Acceptance Index, and Self Perceptions Index. The teachers also rated their pupils. (Author/JM)

FILMED FROM BEST AVAILABLE COPY

ED 074166

THE IMPACT OF SOCIAL SKILL TRAINING ON THE AFFECTIVE PERCEPTIONS OF ELEMENTARY SCHOOL CHILDREN

by

Mary Ann MacDougall
Jeannette A. Brown

School of Education
University of Virginia
Charlottesville, Virginia

1973 AERA Convention
New Orleans, Louisiana
Program No. 15.03
February 27, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UD 013318

Marriott Hotel
Mardi Gras C
10:35 - 12:05

INTRODUCTION

Children from culturally disadvantaged homes have been found to be less well adjusted to school, have lower levels of aspirations, perceive themselves as less confident in their ability to succeed in school tasks and in their ability to be liked by others (Dimitroff, 1969; Horowitz, 1939; Passow and Elliott, 1967; Warren, 1966; Witty, 1967). Such children are expected to learn at one and the same time, the necessary acceptable social skills, and the required cognitive behaviors. This expectation is held despite the fact that the former may be a prerequisite to the latter.

In addition, those children whose behavior is unacceptable to the prevailing group norm must somehow learn acceptable behavior. These learnings can occur either systematically or through trial and error encounters. If the learning occurs through trial and error, the child's perceptions of his worth and his competence are modified, often with detrimental consequences for the child's entire educational experience.

This would seem to recommend efforts to systematically instruct children in the social skills of the prevailing social norm. The aim being, not to encourage conformity, but rather to encourage individuality. A prerequisite to individuality are understandings of the present societal conditions and appreciations of the need to live within them (Wrenn, 1962). Helping children to systematically acquire these learnings reflects Wrenn's means to an end, while recognizing that it is not the end itself. If the child can be helped to unlearn his self-defeating behaviors and replace them with ego enhancing behaviors, the child's opportunities for ultimately realizing his individuality have been increased.

The role of the developmental elementary school counselor describes this specialist as providing guidance services for all children and not merely those children who have been labeled problem children. This proposition tends to suggest a duality of focus where it is felt, none exists. It is believed that the most effective and efficient response to the needs of children who are less well adjusted to the school is one that includes the entire school environment of those children. For the greatest impact on the behavior of children is seen as occurring as result of interactions with his relevant others.

These interactions can be productive or counterproductive and the latter option accrues in the presence of unshared or differencial social skills. Thus, if children who are experiencing

difficulties with school adjustment are to be assisted toward more productive and satisfying school experiences, the counselor must provide increased opportunities for all groups of children to interact with each other. This study proposed to respond to this need.

THE PROBLEM

The major objective of the study was to provide children with social skill training through:

1. Individual opportunities for children to examine and adopt more productive alternatives to the satisfaction of their needs.

2. Small group opportunities for children to discuss and learn the differential consequences of cognitive, affective, and social behaviors.

3. Classroom opportunities for children to explore the dynamics of classroom group life and learn the techniques of effective interaction with others.

The above opportunities were provided through individual counseling, group counseling and group guidance activities. Two elementary school counselors interpreted the program of activities. It was reasoned that these intervention attempts would influence the child's perceptions of himself and his classmates' perception of him. Specifically, it was proposed that:

> Children who are provided opportunities to explore the dynamics of group life, discuss the differential consequences of benavior and examine alternatives to the satisfaction of their needs will express more positive self perceptions and peer acceptance.

PROCEDURES

The study was conducted in an urban elementary school in Virginia, housing approximately 400 children and fourteen teachers, grades 1-6. The racial balance of the elementary

school population was 60% black and 40% white. The majority of the children were from lower or lower-middle class backgrounds, 54% and 42%, respectively.

Two elementary school counselors interpreted the social skill training two days per week during the period from October, 1971 - April, 1972. The counselors' time utilization was documented by a log of their activities. The log permitted a classification of the counselors' activities into the three functions recommended for elementary school counselors, counseling, consulting, and coordinating. The log provided a record of the date, population served, the purpose of the activity and the actions taken. A summary of the counselors' logs is presented below.

The Program

Counseling Activities. The counselors' Logs indicated that during their two days per week, the counselors held a total of one hundred and thirty-seven counseling sessions (137). Sixty-one (61) of these were individual counseling sessions, thirty-three (33) with primary grade children and twenty-eight (28) with children from the fourth, fifth, and sixth grades The remaining seventy-six (76) counseling sessions were group counseling encounters. Of these, thirty-two were with children from the first through the third grades and forty-four (44) were group counseling sessions with upper grade children.

The topics and frequency of the individual counseling sessions with both the primary grade children and the upper grade children were as follows:

Getting Along With Others	21 sessions
How To Make Friends	9 sessions
Study Skills	12 sessions
Group Cooperation	13 sessions
Fighting	2 sessions
Rules of the School	2 sessions
Responsibility	2 sessions

The topics and frequency of the group counseling sessions for the primary and upper grade children were somewhat similar to those for individual counseling sessions. However, there were several inclusions unique to the group work as can be noted from the following:

Primary Grades

Getting Along With Others	8 sessions
Study Skills	2 sessions
Respecting the Rights of Others	2 sessions
Guidance Services	7 sessions
Individual Differences	8 sessions
How to Make Friends	5 sessions

Upper Grades

Guidance Services	5 sessions
Group Cooperation	3 sessions
Study Skills	2 sessions
Attitudes	10 sessions
Rules of the School	7 sessions
Grooming	7 sessions
The Bully	10 sessions

It should be noted that neither the frequency and time of the counseling activities, nor the topics around which the sessions centered were determined solely and independently by the counselor. Decisions concerning group composition, and frequency of sessions, were arrived at cooperatively, but the topics of the sessions were dictated by the observed school behavior of the children involved.

Consulting Activities. The counselors' consulting activities with children are described as group guidance. Group guidance, as opposed to group counseling, usually took place in the classroom with the entire class participating. It was an opportunity for the group as a whole to openly and freely discuss, under the direction of the counselors, matters relating to the social climate of the classroom. An analysis of the counselors' logs indicate that a total of one hundred and thirty-four (134) group guidance sessions were held. The topics for these sessions were organized into four categories: socialization skills, values, self understanding, and career development.

The topics of discussion for the forty-six (46) discussions associated with Socialization Skills were: getting along with others, good citizenship, sportsmanship, and the school guidance program. Included in the intermediate tally for the school guidance program topics are the meetings held with the Student Advisory Committee. The counselors met with this group to plan special school guidance activities such as Courtesy Week, and to plan, write and assemble the monthly edition of The Guidance Newsletter, which advised parents concerning the school's activities. The topics, their frequency and the participating grade levels were as follows:

Socialization Skills	Primary	Intermediate
Getting Along With Others	5	5
Good Citizenship	3	2
Sportsmanship	6	7
School Guidance Program	2	16

The topics of discussion for the forty-seven (47) group guidance sessions on values were: respecting the rights of others, responsibility, and stealing. The grade levels and the frequency with which they participated is listed below:

Values	Primary	Intermediate
Respecting the Rights and Property of Others	26	5
Responsibility	6	3
Stealing	4	3

The two (2) group guidance sessions held to discuss Self Understanding were equally divided between the primary grades and the intermediate grade children. One was held in one primary grade classroom and one in an intermediate grade classroom. The topic discussed on each occasion was individual differences.

Coordinating Activities. A record of the counselors' coordinating activities was compiled on a coordination sheet which described how and with whom the counselors' coordinated their counseling and consulting activities. The populations identified teachers, parents, school specialists, community agencies and the principal as those individuals with whom the counselors coordinated their activities.

Measurement

In order to evaluate the effectiveness of the counselors' intervention, a Personal Competence Inventory was administered to children in grades 3-6 in October, 1971 and March, 1972. The Personal Competence Inventory included two tests:

1. Peer Acceptance Index. This instrument was designed to obtain a measure of the degree of acceptance or rejection of a pupil by his classmates. Each pupil was rated on a five-point scale by each of his classmates; a pupil's individual score was a composite of his classmate's ratings. The degree of socialization or likeability among pupils was evidenced by a classroom or group average.

2. Self Perceptions Index. This test was based in part on the rationale presented in the Virginia Educational Needs Assessment (1970). In addition to the psychologically based items, sociological and cultural measures of classroom climate were included (Rist, 1970). Three factors were identified from a factor analysis of the pre-test administration: Self to Self; Self to Others, and Self to Culture.

The teachers also rated each of their pupils on their perceptions of a pupil's effectiveness (1) in his peer relationships, (2) in his teacher relationships, and (3) predicted academic performance. A rating of 1 indicated below average performance; a rating of 2, average performance, and a rating of 3, above average performance. The rating in the three areas was averaged for a total rating of each child. Further, the teachers identified each pupil by race, sex, and classified pupils into low, lower middle-middle, and upper middle-high socio economic levels. The Lorge-Thorndike Intelligence Test scores were gathered on pupils in grades 3-6 from cumulative record folders.

ANALYSIS AND FINDINGS

Table I presents a summary of the descriptive data for the Personal Competence Inventory, Peer Acceptance and Self Perceptions. The data are presented for the pre-test administration and for the post-test administration in March. The data are presented by Total (grades 3-6), Sex, Race, Socio-Economic Level, and Grade Level.

Observations of Table I suggest that the average Peer Acceptance increased from pre- to post-testings for the Total group. Further, the descriptive data suggests that Peer Acceptance increased for the girls, black pupils, low socio-economic level and grade level 5-6.

Pre-test means of Self Perceptions suggests that results favor girls over boys, middle socio-economic level over the low status, and grade level 3-4 over grade level 5-6. Observation of Table I suggests that reported post-test Self Perceptions are generally less than Self Perceptions on the pre-test.

A correlated t test was run to determine any significant mean changes between the pre-test and post-test means. The results of the tests of significance are presented in Table II.

TABLE I

MEAN TEST RESULTS OF PUPIL PERCEPTIONS BY SEX, RACE, SOCIO-ECONOMIC AND GRADE LEVELS

Test	Total		Sex		Race		Socio-Eco Level		Grade Level	
	$\bar{X}$	SD	Boys	Girls	Black	White	Low	Middle	3&4	5&6
Pre-Test										
I. Peer Acceptance	3.20	.50	3.22	3.18	3.25	3.14	3.14	3.23	3.21	3.19
II. Self-Perceptions	108.31	13.67	105.60	111.39	108.15	108.47	106.79	110.11	109.84	106.67
Post-Test										
I. Peer Acceptance	3.26	.52	3.21	3.32	3.35	3.16	3.23	3.27	3.22	3.29
II. Self-Perceptions	105.58	14.18	103.29	108.18	105.67	105.48	103.92	107.41	106.98	104.09

$\bar{X}$ = Mean
SD = Standard Deviation

TABLE II

PRE AND POST MEAN COMPARISONS OF AFFECTIVE MEASURES

Total Group - Grades 3-6

Test		t-ratio	df
I.	Peer Acceptance	1.82*	187
II.	Self Perceptions (Total)	-3.10**	187

Sex

Test		Female t-ratio	Female df	Male t-ratio	Male df
I.	Peer Acceptance	2.60**	87	- .22	99
II.	Self Perceptions (Total)	-2.63**	87	-1.83*	99

Socio-Economic Level

Test		Low t-ratio	Low df	Middle t-ratio	Middle df
I.	Peer Acceptance	2.12*	99	.83	79
II.	Self Perceptions (Total)	-2.27*	99	-2.05*	79

Grade Levels

Test		3&4 t-ratio	3&4 df	5&6 t-ratio	5&6 df
I.	Peer Acceptance	.32	96	2.56**	90
II.	Self Perceptions (Total)	-2.23*	96	-2.14*	90

Race

Test		Black t-ratio	Black df	White t-ratio	White df
I.	Peer Acceptance	2.44**	96	.26	90
II.	Self Perceptions (Total)	-1.97*	96	-2.44**	90

t-ratio* = significant beyond .05 level, one-tail test
t-ratio** = significant beyond .01 level, one-tail test
df = degrees of freedom

Note: Because of the few pupils (7) classified and tested in the upper middle socio-economic group, this group was omitted from the presentation.

It can be observed from Table II that the Total pre- and post-test mean comparisons were significant. The pupils made a significant gain in Peer Acceptance. In addition, the mean loss in reported Self Perceptions between pre- and post-testings was significant. A significant mean loss in Self Perceptions was observed for all classifications of pupils.

Further, it can be observed from Table II that significant mean gains in Peer Acceptance were made by the Total group, the low socio-economic group, the girls, black pupils and grade level 5-6. Any comparisons across groups should be interpreted with caution in the absence of randomized treatments. The interpretation of the program by the counselors responded in part to the teacher and self referrals for individual and group counseling. The counselors were sensitive to problems identified in the low-socio economic and upper grade level. Thus, for example, gains among black pupils might be in part a concomitant of socio-economic level; i.e., those pupils classified into the low socio-economic group, 71 percent were identified as black and 29 percent as white. The figures are in contrast to the percentage breakdown in the middle socio-economic group, 24 percent black pupils and 76 percent white pupils.

In general, there was a greater relationship between post measures of Peer Acceptance and Self Perceptions than was observed between pre-test measures. The Pearson correlation coefficient between the Peer Acceptance and Self Perceptions on pre-test measures was $r = .1746$, $n = 188$, sig. .009. The relationship between post-test measures increased to $r = .2685$, $n = 188$, sig. .001. The correlations between Peer Acceptance and Self Perceptions for the classifications by sex, socio-economic status, grade level and race are presented in Table III. An increase in the relationships from pre-test to post-test correlations can be observed for males, the middle socio-economic level, grade level 3-4 and white pupils. No relationship between Peer Acceptance and Self Perceptions for pre- or post-test administrations was observed for the females.

A multivariate analysis was run to determine the relative contribution of pupil characteristics and teacher ratings to the child's Self Perceptions (SPSS, 1970). The independent variables were defined as (1) grade, (2) sex, (3) intelligence, (4) race, (5) socio-economic status, (6) Peer Acceptance, and (7) Teacher Rating. The criterion variable was defined as the total score of Self Perceptions. The significant contributors to Self Perceptions observed were:

TABLE III

INTERCORRELATIONS BETWEEN PRE AND POST TESTS OF PEER ACCEPTANCE AND SELF PERCEPTIONS BY SEX, SOCIO-ECONOMIC STATUS, GRADE LEVEL, AND RACE

SEX

	Female			Male		
	r	N	sig	r	N	sig
Pre Test	.02	88	.427	.34	100	.001
Post Test	.02	88	.427	.42	100	.001

SOCIO-ECONOMIC STATUS

	Low			Middle		
	r	N	sig	r	N	sig
Pre Test	.22	100	.015	.12	80	.150
Post Test	.26	100	.006	.25	80	.013

GRADE LEVEL

	3 and 4			5 and 6		
	r	N	sig	r	N	sig
Pre Test	.16	97	.054	.19	91	.038
Post Test	.32	97	.001	.21	91	.023

RACE

	Black			White		
	r	N	sig	r	N	sig
Pre Test	.22	97	.016	.15	91	.083
Post Test	.24	97	.010	.31	91	.002

Independent variables	Multiple R	Beta	df	F
Teacher Rating	.44656	.36248	1,126	31.32
Peer Acceptance	.45957	.12609	2,125	16.73
(Grade, Sex, I.Q.)	.46871	Significant contributors		

The major contributors to a child's reported Self Perception were Teacher Rating and Peer Acceptance. The remaining three variables contributed to a lesser extent in descending order, grade, sex and I.Q.

The validity of the Self Perceptions Index was further examined by a factor analysis (SPSS, 1970). A varimax rotated factor matrix after rotation with Kaiser normalization, identified three factors: Self to Self, Self to Others and Self to Culture. The relationship of the seven independent variables to each of the three factors were examined by a multivariate analysis. The major contributions to each of the three subtests are summarized below. The remaining significant contributors are listed in descending order.

A. Dependent Variable: Self to Others

Independent Variables	Multiple R
Teacher Rating	.24788
Socio-Economic Status	.27177
(Peer Acceptance, I.Q., Race, Grade)	.29479

B. Dependent Variable: Self to Culture

Independent Variables	Multiple R
Peer Acceptance	.16207
Sex	.18802
(I.Q., Teacher Rating, Socio-Economic Status)	.22140

C. Dependent Variable: Self to Self

Independent Variables	Multiple R
Grade	.18300
Peer Acceptance	.20460
Sex	.21742
(Race, I.Q., Socio-Economic Status, Teacher Rating)	.25171

The Teacher Rating or expectation of a child was found to be a significant contributor to the child's perceptions, Self to Others. Socio-economic status is observed as a second predictor of perceptions of Self to Others. The greatest contributor to Self to Culture was observed to be Peer Acceptance. In addition, sex was observed as a significant contributor to the factor, Self to Culture. The three greatest predictors of Self to Self were grade, peer acceptance and sex. Peer Acceptance and sex were observed as significant contributors to both factors, Self to Culture and Self to Self.

DISCUSSION

The school-related problems of children from differing socio-cultural backgrounds were viewed as being influenced by an unfamiliarity with appropriate social skills. The cultural and institutional forces operating in the school setting are often foreign to those learned by the child in his home. It was this crippling void in the child's experience with which the study was concerned. In general, the findings indicated that the program of systematic skill training for elementary school children does influence a child's attitudes toward himself and his classmates.

The major thesis of the study held that the treatments defined for the children would result in increased positive self perceptions and peer acceptance. The findings were mixed; increased peer acceptance was found to be accompanied by decreased self acceptance.

At the beginning of the study, children from the low socio-economic group relative to the middle and high strata reported the lowest total self perceptions scores and the lowest peer acceptance scores. They perceived themselves less positively than the other children in the school and were less positively perceived by their classmates.

Significant decreases have been found for the self perceptions of disadvantaged children as they progress through school. It is particularly after the third grade that this deterioration of the concept of self begins to occur (Morse, 1964). Again, the pre-test scores reflected this thesis. The measure of self concept and peer acceptance scores of the fifth and sixth grade children were lower than those for the third and fourth grade children.

The observed differences between the pre-test self concept and peer acceptance scores for the black versus the white populations was minimal, which tends to support the thesis that a sense of self worth may be more a function of socio-economic group membership than it is of race membership (Hess and Shipman, 1965; Frank, 1966; Brown and MacDougall,1971). It is the child's environmental relationships and not his race that have crippled him with a negative self concept and ineffective ways of communicating with others.

Girls are reported generally as demonstrating a greater degree of classroom competence. This ability to cope with the tasks of schooling has been attributed to the mastery of social skills expected for classroom settings at an earlier point in time than boys. Despite the fact that girls were found to be more obedient and cooperative than boys at comparable age levels, they were also found to be more anxious, timid, and sensitive to rejection (Bronfenbrenner, 1961). Perhaps it is within these seemingly contradictory behaviors that the pre-test self concept and peer acceptance scores, as they relate to sex differences, are understood.

Girls felt considerably better about themselves than did boys, but they were less well accepted by their classmates. It is possible that the girls' sensitivity to the teachers' desires helped them to learn appropriate classroom behaviors. These, in turn, earned for them the teacher's praise which made a positive impact on the self concept of the girls. However, to be praised by the teacher, more often than not, is inversely related to peer group praise.

In summary, the findings of the pre-test were in agreement with several previous investigations. Children from lower socio-economic groups did not perceive themselves positively, nor were they positively perceived by their classmates. In addition, children of differing races did not perceive themselves differently, nor were they perceived differently by their classmates. Further, children in the fifth and sixth grades perceived themselves less positively than the children in the third and fourth grades perceived themselves. Finally, it was observed that girls were more satisfied with themselves than boys, but they were less accepted by their classmates than were the boys.

At the conclusion of the study, significant gains in the peer acceptance scores were observed for the total tested population, the low socio-economic group, and the girls. In addition, significant gains were also observed for grade level 5-6 and black pupils. As noted earlier, the counselors' activities with the children included individual and group counseling and large group guidance sessions on appropriate

behavior. Among the topics discussed with the children were: how to get along with others, how to make friends, respecting the rights of others, and individual differences. These efforts were intended to create in the children an understanding and appreciation of each other as well as to bring about a spirit of cooperation among the children in the school. The findings seem to endorse the effectiveness of the counselors' efforts.

On the other hand, significant decreases in self perceptions were observed for the total population, sex, race, socio-economic, and grade level. In an effort to relate these findings to the counselors' effectiveness in administering the treatments, a number a possibilities were examined.

The relationships between self perceptions and peer acceptance was examined for all groups. These relationships were significant for all groups except girls. Some evidence which tends to explain these observations may be related to the increased relationship observed between peer acceptance and self perceptions at the conclusion of the study. Those studies which have examined the accuracy of self concept have observed a decrease in the discrepancy between an ideal self report and a reported self concept. The conclusions drawn suggest that greater self-insight into the behavior of others tends to influence a movement of the self report downward from the ideal to the real; i.e., the unrealistic to the realistic (Cohen, 1956; Katz, et al., 1956; McClintock, 1958; Perkins, 1958).

The relationship of pupil characteristics and teacher ratings to Self Perceptions was extended to a multivariate analysis. Teacher Ratings and Peer Acceptance were identified as significant contributors to Self Perceptions. These findings support the thesis that teacher and peer perceptions are critical to changes in pupil self perceptions.

The relationships of pupil characteristics and teacher ratings to three factors of Self Perceptions were established. The relationships suggested that teacher perceptions and socio-economic status were significant predictors of the child's perceptions of his effectiveness with others. Thus, it would seem that changes in teacher and peer perceptions must occur if the school experiences of educationally disadvantaged children are to be improved.

The factors, Self to Culture and Self to Self, were found to be significantly influenced by peer perceptions. These observations support the efficacy of the counselors' intervention efforts with the children. Secondly, sex was identified as a significant contributor to the above two factors. This

seems to recommend differential social skill training with respect to girls and boys.

In summary, the findings of the study indicate that systematic social skill training can make a significant impact on the school environment. Therefore, if elementary school counselors are concerned to respond to this dimension of their proposed role, they might be encouraged toward formulating such programs for their own schools.

In general, counselors who undertake such projects might anticipate increased group cohesion which might be accompanied by decreased reported self perceptions. However, conclusions regarding the interrelationship of self and social acceptance should be tentative in the absence of long term observations. The relationship observed in this study could be attributed to the temporary readjustment of the value structures of the children.

Further, critical attention should be given to the differential effects of such programs on the perceptions of children. For example, the self reports of children were influenced by the sex, socio-economic status, and grade level of the child. Thus, attention to these pupil characteristics should result in more effective programs of systematic social skill training.

Finally, the most critical influences on the child's self perceptions were observed to be teacher perceptions and peer perceptions. Therefore, counselors who are concerned to change the self perceptions of children must design activities which include not only the children but also their teachers. For, the greatest impact on the behavior of children is seen as occurring as a result of the counselor's as well as the child's interactions with the child's relevant others.

REFERENCES

Bronfenbrenner, U. "Some familial antecedents of responsibility and leadership in adolescents." In Petrullo, L. and Bass, B. M. Leadership and Interpersonal Behavior. New York: Holt, Rinehart, and Winston, 1961.

Brown, Jeannette A. and MacDougall, Mary Ann. Consulting for Improved Self Perceptions of Elementary School Children. Research paper presented at APGA Convention, Chicago, Ill., March, 1972.

Cohen, A. R. "Experimental effects of ego-defense preference in interpersonal relations." Journal of Abnormal Psychology, 1965. LII:19-27.

Dimitroff, Lillian. "Concept of self and teaching culturally different people." In Children, Psychology, and the Schools. Edited by B. Feather and W. S. Olson. Glenview, Illinois: Scott Foresman and Co., 1969.

Frank, Lawrence K. "Clues to children's identity." Childhood Education, XLII, (January, 1966), p. 276.

Hess, Robert D. and Shipman, Virginia C., "Early experience and the socialization of cognitive modes in children." Child Development, XXXVII, (December, 1965), p. 870.

Horowitz, R. E. Racial aspects of self-identification in nursery school children. Journal of Psychology, 7, January, 1939.

Katz, D., Sarnoff, I. and McClintock, S. Ego-defense and attitude change." Human Relations, 1956. IX:27-46.

McClintock, C. G. "Personality syndromes and attitude change." Journal of Personnel, 1958. XXVI:479-493.

Morse, William C. "Self-concept in the school setting." Childhood Education, XLI (December, 1964), p. 196.

Perkins, Hugh V. "Factors influencing change in children's self-concepts." Child Development, XXIX (June, 1958), p. 226.

Passon, A. Harry, and Elliott, David L. "The disadvantaged in depressed areas." In P. A. Witty (Ed.), The Educationally Retarded and Disadvantaged. Sixty-sixth Yearbook, Part I. Chicago, Ill.: National Society for the Study of Education, 1967, pp. 20-39.

Rist, Ray C. "Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education." Harvard Educational Review, August, 1970, 40, 3.

Statistical Package for the Social Sciences. New York: McGraw-Hill, 1970.

Warren, Paul B. Guidelines for the future - an educational approach for the culturally disadvantaged. The Journal of Negro Education, XXXV, (Summer, 1966), p. 283.

Witty, Paul A. (Ed.) The Educationally Retarded and Disadvantaged. Sixty-sixth Yearbook, Part I. Chicago, Ill.: National Society for the Study of Education, 1967, p. 384.